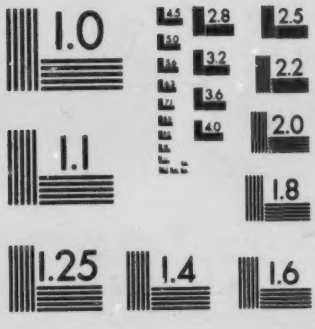

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ABSTRACT

Designed to provide information about skilled employment for women and to help students with career decision making, these Project NEW (Nontraditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at the high school level. Lesson plans outlining daily objectives, lesson times, preparation procedures, teaching tactics, homework, and enrichment exercises are provided for each of the five days. Topics covered in the learning activities and instructional materials include salaries, labor market statistics, job descriptions, tool identification, job application, and preparing for a skilled job. A pretest and posttest and transparency masters are presented. An annotated resources list for nontraditional jobs and sex role stereotyping, which includes books, films, games and kits, photographs, posters, filmstrips, video cassettes, and slides, is appended. (A corresponding instructional unit for use at the middle school level is available separately through ERIC--see note.) (MN)

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ED204522

TRADITIONAL

VS.

NON-TRADITIONAL:

EXPANDING CAREER CHOICES

HIGH SCHOOL UNIT

Developed by Richard Tate

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE029408

Project NEW (Non-Traditional Employment for Women) is administered by the Human Resources Department of the City of Bloomington under a grant from the Indiana Office of Occupational Development.

Project NEW is a program designed to provide information about skilled trade employment for women in Monroe and Lawrence counties. As part of the program, a skills training class was developed to prepare and place women in apprenticeship positions.

The purpose of this unit is to help young people with the important task of career decision making. More specifically, it is our aim that students learn about all the opportunities available to them and not limit themselves to sex-stereotyped career choices.

The final product before you is the result of the cooperative effort of many people. We would like to thank the members of our Advisory Council, and teachers and counselors of the following school systems: Monroe County Community School Corporation, Richland-Bean Blossom Community School Corporation, and the North Lawrence Community Schools for their assistance in developing the unit entitled "Traditional vs. Non-traditional: Expanding Career Choices." We would also like to thank Pauline Gough and the Fort Wayne Women's Bureau for their permission to reprint some of their materials.

Finally we would like to hear from you. We have provided an evaluation form for your use. We would appreciate your taking the time to fill this out. Also, if you have any questions or comments while using the unit, please contact us at the Human Resources Department, P.O. Box 100, Municipal Building, Bloomington, Indiana, 47402. (Telephone: (812) 339-2261)

Project NEW Staff
Helene Pizzini - Director
Rick Tate - Education Coordinator
Joan W. Young - Project Assistant
Pam Hoffman - Human Resources Specialist
Deanne Macer - Human Resources Specialist

DAY ONE

I. Objectives:

A. The students will take a pretest to assess their previous knowledge about careers (traditional vs. nontraditional employment).

B. The students will be able to give 3 reasons why people would/will need to work.

C. The students will be able to name 3 types of traditional employment for each sex.

D. The students will be able to give an average salary for these positions.

II. Time:

This lesson should take approximately 45 minutes.

III. Preparation:

Have copies of pretest ready to pass out; have reasons people work on blackboard behind screen or map (some possible reasons can be found under "Teaching Tactics," part C); have job cards placed around room (average salaries should be attached on back of job cards); have a list of jobs on blackboard; and have monthly budget ready to pass out. (Salaries for the Job Card exercise are national averages taken from the Department of Labor's Occupational Outlook Handbook, 1980-81 edition. You might want to find out what the salaries are in your particular geographic area. Also, if your students would be interested in jobs that are not included in this unit, you may want to use the handbook and make some cards of your own.)

IV. Teaching Tactics:

A. In order to find out what the students already know about careers and to see which careers they feel are appropriate for men and women, start today's lesson by administering the pretest. Time: 5 minutes.

B. The pretest will give the students an idea that the lesson is going to be about working and careers, so start the lesson by simply asking, "Why do people work?"

C. As the students respond to this question, write their answers on the blackboard next to the drawn movie screen or map. (Hopefully, they will come up with the same or nearly the same answers as you have behind the screen - money, independence, pride, self-esteem, etc.)

D. Then tell the students that you have some reasons behind the screen and see if their reasons are similar to yours.

E. After you raise the screen, compare and contrast the two sets of answers.

Questions for discussion:

1. Why would people want money?
   a. Pay the rent
   b. Buy food
   c. Pay bills, etc.

2. How does working make you independent?
   a. If you want or need something, you can buy it with the money you earn.
   b. You don't have to depend on the government for help (welfare, food stamps, etc.)
   c. Parents don't have as much to say about money you earn on your own.

3. How would working help your self-esteem or give you pride?
   a. By doing a job that everybody else can't do and by doing a job better than the people around you.
   b. Gives you a feeling of worth.

F. After the discussion on why people work draws to an end, ask the students to think a minute about what job they would like to do.

G. Tell them to look at the cards around the room for help in deciding their career or to see if their chosen profession is listed on any of the cards.

H. After several minutes, tell the students to stand/sit by the card with their chosen profession. If they can't find the exact job they like, tell them to choose the job that comes the closest to theirs or to pick their second choice.

I. Next, ask some of the students to tell the class why they chose this particular job (money, pride, etc.; bring this out).

J. Then tell the students to notice which jobs the other students picked and ask them if they think they have picked traditional or nontraditional jobs. "What do we mean by traditional? Nontraditional?"

   1. Traditional - jobs that other people of their own sex usually choose.
   2. Nontraditional - jobs that people of the other sex usually choose.

K. Summarize to the total group your impressions. Depending on who picks which jobs, you could say:

   1. "Few of the boys have chosen to be nurses or secretaries, and few of the girls have chosen to be welders or mechanics."

   2. "People have a tendency to think along traditional lines when considering a career. We respond to career possibilities as we think society expects us to respond. Other people influence our decision."

   3. "Looking at the jobs on the board, which ones do you think are traditional for men? Women? Which ones would be nontraditional for men? Women?"

L. Then remind them of the reasons people work which were discussed earlier:

1. "But remember the reasons we discussed earlier of why people work?"

2. "Did you pick your job because of job satisfaction that you'll get, because of money, pride, etc., or did you pick a job that you thought was expected of you? Will your job make you feel good as a person?"

3. "Some people (boys/girls) are afraid to pick a job that other people (boys/girls) aren't doing also."

M. Since money sometimes is one of the primary reasons a person chooses a particular job, have the students consider how much they'll be making by turning the cards over to see the average annual income of their jobs.

1. "What do you think about your job now?"
2. "Does it pay more/less than you expected?"
3. "Could you support a family on this?" (Pass out monthly budget and discuss)
4. "After looking at this budget, do you still think you can support your family on what your job pays?"
   a. Be sure to ask the girls this question.
   b. Point out to them that 9 out of 10 girls work at some time in their lives.
   c. A high percentage of all marriages end up in divorce.

You could also bring out more facts about working women and working in general, for example, how long men work and how long women work.

*Refer to sheet called "Working Facts" for more information that could be brought out here.

V. Homework:

"Just suppose that all the traditional jobs for you (boy/girl) are all filled up, but you could get a job if you picked one that was considered nontraditional for your sex (or for boys, or for girls). Which jobs would you consider? Come to class tomorrow with a job that would be nontraditional for you which you would consider doing. Be prepared to tell us why you would consider that job. Don't tell anyone what your job is, because tomorrow we're going to see whose job can fool the class the longest."

VI. Enrichment Exercise:

1. Film:

   a. Freedom Training*

*Please check the resource list provided with this unit for the location of all films listed.

DAY TWO

I. Objectives:

A. The students will be able to name at least 3 jobs that are considered nontraditional for each sex.

B. The students will be able to give 3 reasons for choosing a nontraditional job.

II. Time:

This lesson should take approximately 45 minutes.

III. Preparation:

None

IV. Teaching Tactics:

A. Yesterday's homework assignment was to think of a nontraditional job that each student would consider doing. Today, start the class by having the students ask each other descriptive questions about each others jobs. Tell them the aim of the game is to see whose job fools the class the longest.

B. Randomly pick a student to start and tell the class they are to try to guess what this person's job is. The person who guesses correctly has the next turn.

C. Ask for a volunteer to count the number of guesses for each person. The job that takes the most guesses wins.

D. Once the game starts, guide the questioning:

1. "Don't ask, 'are you a welder?' ask, 'do you work with metal?'"
2. "Don't ask, 'are you a secretary?' ask, 'do you type, work with pencils and papers or typewriters?'"

E. Remind them to ask descriptive questions.

1. "Do you work outside?"
2. "Do you repair things?"
3. "Do you work with animals?"
4. "Are you in an executive position?"

F. When the students' jobs are revealed, be sure the jobs would be considered nontraditional.

1. If not, ask why they think that job would be nontraditional for them.
2. Once they realize their first choice wasn't nontraditional, ask them to name another job that would be.
3. If the students' jobs were nontraditional, ask them why they chose that particular job. (Don't dwell on this, but just see if they can verbalize their reason.) Accept, "I like working outside,""I like working with people," etc.

G. Hopefully, the students will catch on to descriptive questions, and it won't take too long to complete this exercise. Allow about 30 minutes for this game. If it looks like it will take longer than that, tell the students there is going to have to be a limit of 10-15-20 questions for the rest of the game in order to finish on time.

H. Once the game is over, ask the students why anyone would consider a nontraditional job for a career.

"We have just seen examples of many jobs that might be considered different for you. Remembering the reasons people work that we discovered yesterday, why would someone consider these jobs?"

a. Many times they pay more money.
b. More money means independance.
c. Independence means pride.
d. Satisfaction - a job you want to do.
e. Benefits of that particular job.
f. Security of that particular job.
g. Choice, being able to pick a job.
h. Variety, not being limited to considering just certain ideas.

Try to get the students to come up with the answers, but if not, supply them at intervals between their responses.

V. Homework:

No homework!

VI. Enrichment Exercises:

1. Film:
   a. Other Women, Other Work
   b. Why Not a Woman?
*2. Photographs and Posters:
   a. People at Work - contact Change for Children
   b. People at Work - contact Nonsexist Child Development Project

*As with the films, please refer to Resource List for address.

DAY THREE

I. Objectives:

A. The student will be able to discuss problems they may encounter from family, peers, and society at large if a nontraditional job is chosen.

B. The students will discuss real problems people face when working.

II. Time:

45 minutes.

III. Preparation:

Role playing starters, copies of "Situations."

IV. Teaching Tactics:

A. By now the students should know the difference between a traditional and a nontraditional job. They should also realize that there are some advantages to choosing a nontraditional job. Now they need to understand that there could be some problems also. Hopefully, today's lesson will help them realize that many times these problems are artificial barriers, and solutions to these problems are easily worked out.

B. This lesson can be taught in two different ways:

1. If your students are comfortable with role playing, then proceed as follows:
   a. Simply tell the students that there are problems or difficulties that may arise when a person picks a nontraditional job.
   b. "Today we are going to act out some potential problems and see if we can find a solution."
   c. Then select different students for each situation under "Role Playing Starters" and see if the students can find a solution.
   d. Help the actors' find a solution by using the questions that go along with each situation. Ask the audience if they agree with the actors solution.
      1. How would you change it?
      2. Why don't you think it would work?
   e. If the actors are having difficulty finding a solution, thank them for participating and ask the audience if they thought of a solution.
   f. Allow about 30 minutes for this exercise.
2. If your students are not comfortable with role playing:
   a. Again, simply tell the students that there are problems and difficulties that may arise when a person picks a nontraditional job.
   b. Pass out copies of "Situations" and tell the students that these are possible problems they may encounter, and you want them to try and find an answer or solution.

c. After about 20 minutes, tell the students to stop and discuss their solutions.
d. As you call on a student to give his/her answer, be sure to ask the class if they agree with this.
   1. Do the rest of you agree with this?
   2. How does this solve the problem?
   3. Will it create even more problems?
e. Allow about 10 - 15 minutes for this discussion.

f. To end the class today, have a short discussion on problems that are real with every job, traditional or nontraditional.
   1. "We've discussed several reasons why people work, and I hope by now you see the importance of picking a job that you want to do."
   2. "But whether you love your job or not, there will be problems. Can you think of any problems a person may have even with their ideal job?"
g. Allow the students several minutes to come up with problems on their own, but if they are having difficulty, present these problems for discussion.
   1. Pressure - "Do you think all jobs have some pressure?"
   2. Stress - "Which jobs do you think have more stress than others?"
   3. Fatigue - "Do you think desk jobs can be tiring?"
   4. Boredom - "How could your ideal job be boring?"
   5. Co-workers - "People have differences of opinion on how to do things; how would you cope with this, especially when you know you're right?"
   6. Routine - "Job pays well, but it is very routine; how do you handle doing the same thing over and over again?"
   7. Boss - "You love your job but you have a terrible boss. What can you do?"
   8. Managing money - "You've picked a job that is very satisfying and you enjoy it very much, but it doesn't pay very well; how can you manage?"

V. Homework:

Tell the students to discuss with their parents tonight any problems their parents have with their jobs. The students may discover new problems that weren't discussed in class and possibly find different solutions.

VI. Enrichment Exercises:

1. Job Finding Kit
   Please check with resource list for description and location of this kit.
2. Film:
   A World of Options

DAY FOUR

I. Objectives:

A. The students will be able to name 3 jobs in the skilled trades and give 3 characteristics of each trade.

B. The students will be able to pick 3 tools for each trade and explain how each tool is used in the trade.

C. The students will be able to give 3 reasons why they would or would not enter the skilled trades.

D. The students will be able to name at least 3 skilled trades in which women are currently employed.

II. Time:

45 minutes

III. Preparation:

"Job Clues," copies of "Tool Identification"

IV. Teaching Tactics:

A. So far we have talked about jobs in general, without paying much attention to any particular type of job. Today we will spend time on the skilled trades, and hopefully, the students will accept this type of employment as a good career option for themselves, whether they are male or female.

B. Start out by asking the students if they know what jobs are considered "skilled trades."

1. They will probably be able to give you several examples (carpenter, plumber, etc.).
2. Don't ask them to explain the job; just give the job title.

C. To help the students understand what is involved with a job considered to be in the "skilled trades," tell them you are going to read to them certain characteristics about a job in the skilled trades, and they are to guess what job is being described.

D. Then with the "Job Clues" provided in this unit, read the clues to the class and tell them to see who can guess the job first.

1. Rule: The students must wait until 3 clues are given, and once they guess, their turn is over for that job.
2. Once the job is guessed correctly, ask them the following questions:
   a. Who would do this job normally? (man/woman)
   b. Any reason why the other (man/woman) sex could not do it?

c. What courses should be taken to prepare for this job?
   1. Do you think a person would need any math? How much math?
   2. Do you think a person would need any science? How much?
d. What type of vocational courses would help qualify you for this job?
e. What could you do during the summer that would help?

E. After the class has correctly guessed and discussed the questions with each job, ask them if they know which tools a person would use with the jobs.
   1. "Now that you know what jobs are included in the skilled trades, let's see if you know what tools you would need to do your job."
   2. Pass out "Tool Identification" sheet and give the students about 5 minutes to complete it.

F. Once the students are finished, go over the answers with them in class.
   1. Be sure to ask them how they think the tool is used in that particular trade.

G. Tell the students that one of the advantages of picking a skilled trade is the wages they will be paid:
   1. Plumbers: $16.37 an hour
   2. Bricklayers: $11.95 an hour
   3. Carpenters: $13.20 an hour
   4. Electricians: $14.50 an hour
   (This could be on the board.)

   The wages listed here in part G are from 1981; students should be told that each job will pay more in the future.

   Can you think of any other advantages?
   1. You will gain skills to successfully compete on the job market.
   2. You will be paid good wages during the time you are trained.
   3. You could work anywhere in the country.
   4. The skill that you learn may be useful to you in your everyday life. For example, the skill you learn as an electrician will help you make repairs around the house.

H. After you have discussed the advantages of the skilled trades, tell the students that there are disadvantages such as that the work can be very dirty and noisy. Ask them if they can think of any other disadvantages to the skilled trades.
   1. In the building trades, you work outside in all kinds of weather.
   2. You might be working at extreme heights on a skyscraper or in cramped spaces like a tunnel.
   3. In other trades, you may be working inside with possible hazardous substances.
   4. Depending on the trade, you may work rotating shifts; a few weeks from 7:30 - 4:00 p.m.; then the night shift from 4:00 - 12:30 a.m.
   5. The work can be very hard physically; you need to be in top shape.
   6. In the building trades, the work is not steady. (weather)
   7. Job sites could require some driving. (up to 75 miles)

I. *Since girls may be reluctant to enter the skilled trades and sometimes boys don't feel it's appropriate for their girlfriend/wife to do this type of work, it may be beneficial for the students to see women actually doing this type of work. There are several films available that show women in the skilled trades, and this could be a good way to finish this lesson. Check resource list for films available in your area.
   1. "To help us understand a little bit more about the skilled trades, I have a movie that I want you to watch. Watch closely to see everybody who is doing the work. You may be in for a surprise."

   *If this is not done during the lesson, it may be used for an enrichment exercise.

V. Homework:

None

VI. Enrichment Exercises:

Since this lesson emphasized the skilled trades, it may be appropriate to show a film portraying other career possibilities for the students. Some suggested films are:

1. Looking at Tomorrow...What Will You Choose?
2. Increasing Job Options for Women
3. Nontraditional Careers for Women

DAY FIVE

I. Objectives:

A. The students will be able to describe the operation of an apprenticeship committee.

B. The students will be able to explain apprenticeship - journeyman in the skilled trades.

C. The students will be able to draw up a list of at least 5 courses they need to take in order to qualify for entry into the skilled trades.

D. The students will take a post test to evaluate if the course objectives have been reached.

II. Time:

45 minutes

III. Preparation:

Have copies of "Preparing for a Skilled Trade Job" and "The Application Process" ready to pass out.

IV. Teaching Tactics:

A. Today the students will learn how to go about entering an apprenticeship program in the skilled trades. This lesson will also provide an opportunity for the students to get reading practice while they are learning about the apprenticeship committees and courses that they'll need to take while in high school.

B. The students will also have a chance to take a sample aptitude test that would be required of them during the application process.

C. Tell the students that if they decide on a skilled trade, the application process will be different from that of most jobs, so today they are going to read a short handout explaining the process.

D. Pass out handouts called "Preparing for a Skilled Trade Job" and "The Application Process."

E. Tell the students to pay close attention to the "courses" that are mentioned in the handout so they will know what courses to take in high school if they are interested in the skilled trades.

F. When you get to the sample test, be sure the students cover the answers on the bottom of the page. Then when the students are finished, have them check their own answers or go over the answers together in class.

G. When the reading of the handouts is finished, ask the students what they think the difference is between an apprentice and a journeyman.

1. Apprentice - a person being trained for a skilled trade by on-the-job training and classroom instruction.
2. Journeyman - when the period of training is over, the apprentice is recognized as a "journeyman" or fully skilled independent worker.

H. Review:

1. Tell the students that they are about to take a short quiz on the unit they have studied this week.
2. Tell them the quiz is to check how good the unit is and how much they have learned.

I. Quiz.

Careers

1. Give 3 reasons why people work.

   a.

   b.

   c.

2. Write a short definition for "traditional jobs."

3. Write a short definition for "nontraditional jobs."

4. Give 3 jobs that would be considered traditional employment for women.

   a.

   b.

   c.

5. Give 3 jobs that would be considered traditional employment for men.

   a.

   b.

   c.

6. Name 3 jobs that would be considered nontraditional for women.

   a.

   b.

   c.

7. Name 3 jobs that would be considered nontraditional for men.

   a.

   b.

   c.

8. Give 3 jobs that are considered "skilled trades."

   a.

   b.

   c.

9. Explain what "apprentice" means in the skilled trades.

10. What is a journeyman?

KEY FOR HIGH SCHOOL PRE AND POST TEST

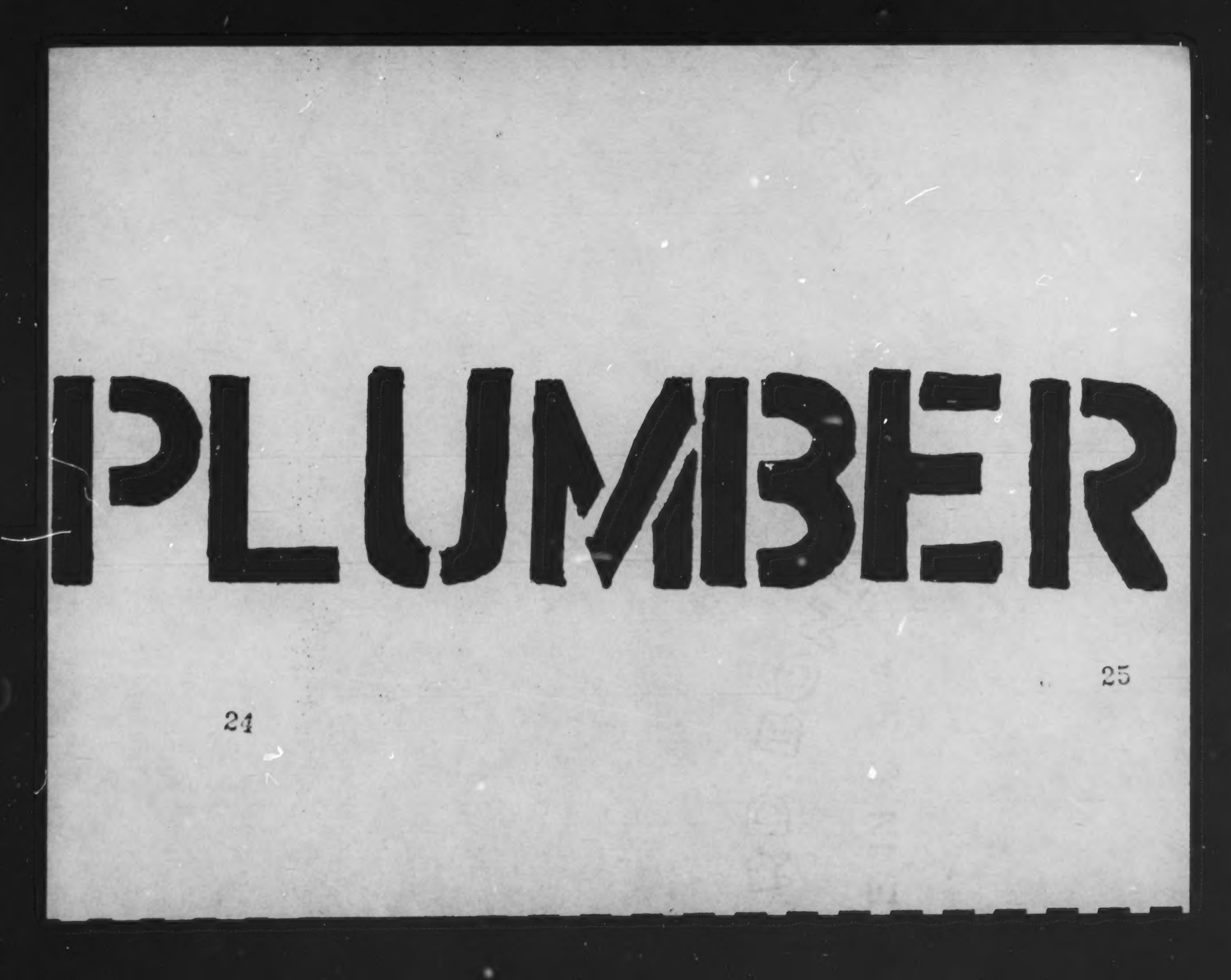
1. Money, pride, independence, self-esteem
2. Jobs that other people of their own sex usually choose
3. Jobs that people of the other sex usually choose.
4. Teacher, nurse, secretary, retail sales clerk, domestic, etc.
5. Carpenter, plumber, doctor, lawyer, etc.
6. Carpenter, electrician, doctor, lawyer, bank president, etc.
7. Secretary, telephone operator, elementary teacher, etc.
8. Carpenter, plumber, electrician, welder, etc.
9. A person being trained for a skilled trade by on-the-job training and classroom instruction.
10. When the period of training is over, the apprentice is recognized as a "journeyman" or fully skilled independent worker.

Salaries for the "Job Card" exercise were taken from the Department of Labor's Occupational Outlook Handbook, 1980-81 edition. We have provided you with "national" averages. These may be quite different from the average salaries in your own geographical area.

Some of the salaries (e.g. lawyer) may seem low when the students first see them. This may be due to a lower than generally expected starting salary for parts of the profession or occupation. (In the case of lawyers, for example, beginning public defenders often start at a very low salary.)

DOCTOR

65,400


PLUMBER

Number

1

21,000

26

27

CARPENTER

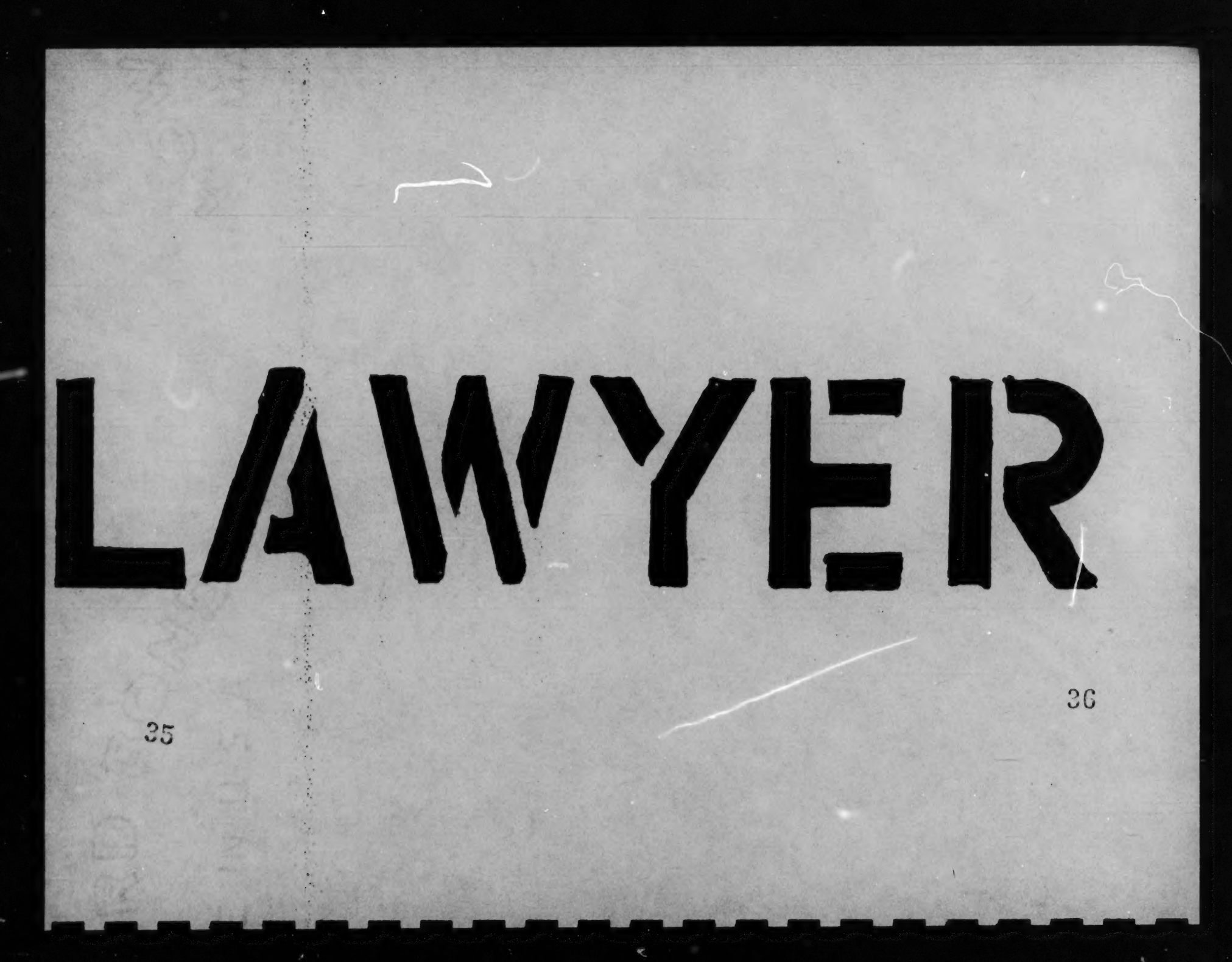
Carpenter

20,904

MAIL
CARRIER

Mail carrier

$17,100


LAWYER

Lawyer

15,920

SALES
PERSON
40

Sales person

$6,600

WELDER

42

43

Welder

16,640

45

41

POLICE
OFFICER

Police Officer

$13,500

MECHANIC

Mechanic

19,385

FIRE FIGHTER

Firefighter

$12,700

SOCIAL WORKER

Social Worker

$11,500

61

60

BUSINESS

Business

$13,500

64

65

NEWSPAPER

REPORTER

66

67

Newspaper Report

$10,400

TRUCK DRIVER

70

71

Truck driver

$29,000

72

73

MUSICIAN

74

75

$14,040

'76

'77

SECRETARY

Secretary

$9,800

80

81

TEACHER

Teacher

$15,000

84

85

NURSE

Nurse

$11,700

87

88

List of Jobs for Day One - High School Unit

* The breakdown of which jobs are mainly done by men (M) or women (W) was based on studies of the Department of Labor (DOL) which found that women work in 5 main areas: clerical, teaching, sales (retail), nursing, and domestic. The symbols M,W can be supplied by the students or the teacher can add them after the students have had a chance to look at the jobs.

Teacher - W
Doctor - M
Lawyer - M
Secretary - W
Receptionist - W
Stenographers - W
Nurse - W
Welder - M
Plumber - M
Carpenter - M
Business - M
Accountant - M
Truck driver - M
Mechanic - M
Salesperson - M & W
Police Officer - M
Firefighter - M
Bank Manager - M
Credit Manager - M
Flight Attendant - W
Mail Carrier - M
Musician - M & W
Newspaper Reporter - M
Social Worker - M & W
Iron Worker - M

Two Person - Monthly Budget

National Average 1980

Rent	$180.00
Utilities	80.00
Transportation	135.00
Insurance	50.00
Maintenance	35.00
Furniture	115.00
Clothing	70.00
Medical Insurance	35.00
Doctor-Dental Bills	20.00
Gifts	20.00
Vacation	25.00
Misc.	20.00
Food	200.00
Entertainment	100.00
Gasoline	100.00
	$1185.00

x 12 months

$14,220.00
+ 25% taxes (35

$17,775
need 18,000 to live comfortably

Add children, costs go up
$60,000 estimated cost of raising 1 child from birth through college.

*Taken from a presentation by representative from ITT Institute in December, 1980.

Working Facts for Day One - High School Unit

*Statistics are from the Department of Labor (DOL).

1. Today half of all women between 18 and 64 years of age are in the labor force.

2. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

3. 43% of all American women work.

4. Currently nearly 40% of the total labor force in the United States is made up of women.

5. The Bureau of Census lists 250 distinct occupations, but half of all women workers are employed in only 21 of them.

6. Three out of every four clerical workers are women.

7. Of the 31,000,000 women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year.

8. The average woman worker has a work life expectancy of 25 years.

9. The average male worker has a work life expectancy of 43 years

10. The single (unmarried) woman averages 45 years in the labor force.

11. Sixty percent of working women are married, and one third of all mothers work.

ROLE PLAYING STARTERS

Objectives: To realistically face the complications which may arise with non-traditional occupations; to then find equitable solutions.

*Situation A: A well-trained female over-the-road truck driver has been assigned to drive a 3-5 day trip with a male partner. The wives of some male drivers are picketing the employer.

Method: Select four role players:

1. The female truck driver
2. Her spouse
3. A male truck driver
4. His spouse

To begin, ask the wife of the male driver to voice her objections to the female driver. Some objections could be:

a. Where will you sleep?
b. Will my husband have to do all the work?
c. Are you sure that you can drive a big truck?
d. Are you strong enough to do the work?

*Situation B: A qualified female firefighter is assigned to firehouse #100. Some wives of male firefighters are complaining to the chief.

Method: Select four role players:

1. Female firefighter
2. Chief
3. Two wives of male firefighters

To begin, ask the wife of a male firefighter to complain to the chief. Some complaints could be:

a. Where will you (she) sleep?
b. Firefighting is a dangerous job. Are you sure a woman can carry her weight and protect my husband?
c. Will she be strong enough to carry people out of burning buildings?

Situation C: A qualified female police officer has been assigned to an all male police station. Some wives of the male officers are complaining to the chief.

Method: Select four role players:

1. Female police officer
2. Police chief
3. Two wives of male officers

Have the wives of the male officers start by complaining to the chief:

a. Is she strong enough for this work?
b. Will she be able to protect my husband if any"rough stuff" starts?
c. Do you really think people will respect her as an officer and do what she says?
d. What have the other male officers said about this; are they willing to work with her?

Situation D: A male elementary school teacher has been hired to teach 1st grade. Some parents are upset and they are complaining to the principal.

Method: Select five role players:

1. Principal
2. Male teacher
3. Three angry parents

Start by having the parents complain to the principal:

a. This man may be a good teacher, but can he provide the love a first grade child needs?
b. He won't be too rough on them will he? I don't want him spanking my child.
c. Men belong in the upper grades. Why did you hire a man for the first grade? That's a woman's place!
d. Even if he's nice, I'm afraid my child won't open up to a man.

Situation E: An experienced female construction worker has been assigned to a job site that is 75 miles away from home. She is the only woman on this particular job, and some of the wives of the male workers are complaining to the supervisor.

Method: Select four role players:

1. Female construction worker
2. Superviser
3. Two wives of male workers

Start out by having the female construction worker complain to the supervisor about the unfair accusations:

a. I have worked with their husbands for years, and there's never been any problems. We're going over there to work; what's the big deal?
b. The wives say that this job is going to be harder, and they are afraid you can't handle the work.
c. If you work overtime, will you come home or stay overnight?
d. How will you take care of your family if you do stay overnight?
e. What does your husband think about all this?

*Situations A and B were taken from the Fort Wayne Women's Bureau's "Opening Trade Barriers, Sex-role Awareness Tools."

SITUATIONS

Objective: To realistically face the complications which may arise with non-traditional occupations; to then find equitable solutions.

*Situation A; A well-trained female over-the-road truck driver has been assigned to drive a 3-5 day trip with a male partner.

Questions:
1. Do you see any problems arising from the above situation? If so, explain them; if not, explain why not.
2. Suppose the wives of some male drivers were picketing the job site and you were the boss; how would you answer the following questions:

   a. Where will that woman sleep?
   b. Will my husband have to do all the work?
   c. Are you sure that she can drive a big truck?
   d. Is she strong enough to unload the truck?
   e. We wouldn't have these problems if you hadn't hired her; why did you hire a woman?

*Situation B: A qualified female firefighter is assigned to firehouse #100.

Questions:
1. Why do you think the wives are complaining to the chief? Try to give at least 2 possible reasons.
2. If you were one of the wives, would you be objecting? Why or why not?
3. If you were the chief, how would you answer the following questions:

   a. Chief, firefighting is a dangerous job. Are you sure a woman can "carry her weight" and protect my husband?
   b. Will she be strong enough to carry people out of burning buildings?

Situation C: A qualified female police officer has been assigned to an all male police station.

Questions:
1. Why do you think the wives are upset about a woman being a police officer? Try to give 2 reasons.
2. If you were one of the wives, would you be upset? Why or why not?
3. Pretend you are the chief. How would you answer these questions:

   a. Is she strong enough for this work?
   b. Will she be able to protect my husband if any "rough stuff" starts?
   c. Do you really think people will respect her as an officer and do what she says?
   d. What have the other male officers said about this; are they willing to work with her?

Situation D: A male elementary school teacher has been hired to teach 1st grade.

Questions:
1. Why would parents be upset over a man teaching 1st grade?
2. If you were one of the parents, would you be upset? Why or why not?
3. Can you think of any advantages of having a man teach 1st grade? Try to give 2 advantages.
4. Suppose you are the principal, how would you answer these complaints?

   a. This man may be a good teacher, but can he provide the love a 1st grade child needs?
   b. He won't be too rough on them will he? I don't want him spanking my child.
   c. Men belong in the upper grades. Why did you hire a man for 1st grade? That's a woman's place!
   d. Even if he's nice, I'm afraid my child won't open up to a man.

Situation E: An experienced female construction worker has been assigned to a job site that is 75 miles away from home.

Questions:
1. Why do you think the wives are upset over this situation? Try to give 2 reasons.
2. If you were one of the wives, would you be upset? Why or why not?
3. If you were the supervisor, how would you answer this question from the female construction worker:
   "I have worked with their husbands for years and there has never been any problems. We're going over there to work, so what's the big deal?
4. If you were the female construction worker, how would you answer this question from the supervisor:
   "The wives say that this job is going to be harder, and they are afraid you can't handle the work. I told them that I though you could, but they want to know your answer."
5. Here are some other questions the wives asked the female construction worker. How would you answer them?

   a. If you work overtime, will you come home, or stay overnight?
   b. Where will you sleep?
   c. How will you take care of your family if you stay overnight?
   d. What does your husband think about all this?

*Situations A and B were taken from the Fort Wayne Women's Bureau's "Opening Trade Barriers, Sex Role Awareness Tools."

Job Clues

Carpenters:

1. Works with one of the most important building materials.
2. This job is done in building homes, factories, bridges, tunnels, and other structures.
3. This job - using wood for construction and repair - has been an important craft for centuries.
4. Today in this job, you would work with other building materials such as plastic and fiberglass as well as wood.
5. This skilled trade worker makes up the largest group of building trade workers.
6. The hourly pay for this job averaged $10.05 in 1978.

* A high school or vocational school education is required. Courses in carpentry, shop, mechanical drawing, and general mathematics are desirable. The ability to solve arithmetic problems quickly and accurately and to work closely with others is helpful.

Bricklayer:

1. This person is responsible for producing attractive, durable surfaces.
2. In this job, you will build walls, partitions, fireplaces, and other structures with brick, cinder block, and other masonry materials.
3. You may also install firebrick linings in industrial furnaces.
4. To do this job, a person must know how to use a plumbline and a level.
5. While doing this job you are assisted by hod carriers, or helpers, who supply you with bricks and other materials, mix mortar, and set up and move scaffolding.
6. You would use mainly hand tools - including trowels, brick and stone hammers, wooden or rubber mallets, and chisels.
7. Average hourly union wage rates were about $11.05 in 1978.

* A high school or vocational education is required. Courses in blueprint reading, mathematics, mechanical drawing, and shop are desirable.
Many bricklayers pick up their skills by working as helpers or hod carriers and by learning and observing experienced workers.

Electricians:

1. Heating, lighting, power, air-conditioning, and refrigeration components are assembled, installed, and wired in this job.
2. These workers also install electrical machinery, electronic equipment and controls, and signal and communications systems.
3. To install wiring in factories and offices, you may bend, fit, and fasten conduit (pipe or tubing) inside partitions, walls, or other concealed areas.
4. Workers in this job also fasten to the wall small metal boxes that will house electrical devices such as switches.

5. For this job workers usually furnish their own tools, including screwdrivers, pliers, knives, and hacksaws.
6. Wage rates for this job averaged $11.25 an hour in 1978.

* A high school or vocational education is required. Courses in electricity electronics, mechanical drawing, science, and math (1 year of algebra) provid a good background.
All applicants should be in good health and have at least average physical strength.
Good color vision is important because workers frequently must identify electrical wires by color.

Floor Covering Installers:

1. These workers install coverings over floors made of wood, concrete, or other materials.
2. Work areas usually are clean, safe, and comfortable.
3. On the job, installers kneel, reach, stoop, and stretch and frequently lift heavy loads, such as a 300 pound roll of carpet.
4. You would also drill, cut, hammer, and use hot irons.
5. Workers in this job experience fewer injuries than most other construction workers.
6. Wages for this job are between $7 and $9. (1978.)

* A high school or vocational education is required. Courses in general mathematics and shop may provide a helpful background.
Since trainees often are required to drive company vehicles, employers prefer individuals who are licensed to drive.

Insulation Workers:

1. This job helps homes and buildings reduce fuel costs by preventing excessive loss of cool air on warm days and hot air on cold days.
2. In this job you might paste, wire, tape, or spray insulation to an appropriate surface.
3. These workers use common hand tools - trowels, brushes, scissors, sewing equipment and stapling guns.
4. Compressors for "blowing in" or for "spraying-on" insulation also may be used.
5. You will spend most of the workday on your feet, either standing, bending, stooping, or squatting.
6. However, the work is not strenuous; it requires more coordination than strength.
7. The average wage for this job was $10.90 in 1978.

* Insulation contractors prefer high school graduates who are in good physical condition and licensed to drive. High school courses in blueprint reading, shop math, and general construction provide a helpful background.

Ironworkers:

1. In this job you will erect steel framework and other metal parts in buildings, brdiges, and other structures.
2. You will follow blueprint specifications in erecting steel framework.
3. Workers in this job often push, pull, or pry beams and girders for last-second positioning before temporarily bolting them in place.
4. You will work outside a great deal of the time, in all kinds of weather. However, those who must work at great heights usually are not required to work when it is wet or extremely windy.
5. These workers also risk injury from falls. However, in recent years, accidents have been reduced considerably through the use of safety devices such as nets, safety belts, and scaffolding.
6. This work can involve considerable travel, because the amount of work available locally may be insufficient to keep crews continually employed.
7. In 1978, this job paid an average of $10.85 an hour.

* Applicants for apprenticeship or helper positions generally must be at least 18 years old, be in good physical condition, and have a high school or vocational school education.
Courses in general mathematics, mechanical drawing, and shop provide a helpful background.
Since materials used in ironworking trades are heavy and bulky, above-average physical strength is necessary.
Agility and a good sense of balance also are required in order to work at great heights and on narrow footings.

Operating Engineers:

1. In this job you might find yourself lifting and positioning a quarter-ton pane of glass by crane into an 8-foot by 10-foot window opening 10 stories above the ground.
2. You could also work the controls of bulldozers, trench excavators, paving machines, and many other types of construction machinery.
3. You must accurately judge distances and heights and push or pull a number of buttons, levers, and pedals in proper sequence to pick up and deliver materials.
4. This work is done outdoors; consequently, you would usually work steadily during the warmer months and experience slow periods during the colder months.
5. Operating some machines, particularly bulldozers and some types of scrapers, is physically tiring because the constant movement of the machine shakes or jolts operators and may subject them to high noise levels.
6. Estimated hourly rates in 1978 averaged $10.07.

* Many people learn the trade by beginning as truck drivers, helpers, or as operators of lifht equipment such as an air compressor.
Most training authorities recommend completion of a 3-year formal apprenticeship as the best way to become an operating engineer.
Employers prefer to hire high school or vocational school graduates who are at least 18 years old.
Courses in driver education and automobile mechanics and experience in operating tractors and other farm machinery are helpful.
Operating engineers need to be alert and have a good sense of balance as well as good eye-hand-foot coordination and physical strength.

Painters:

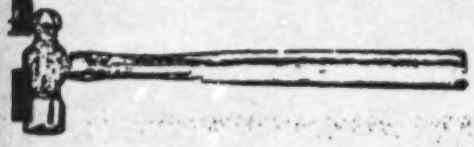
1. In this job you will stand for long periods.
2. This job also requires a considerable amount of climbing and bending
3. You must have strong arms because much of the work is done with arms raised overhead.
4. You will have to sand, scrape, or burn away old paint so that the new paint will adhere properly.
5. You must be able to mix paints and match colors.
6. You must be skilled in handling brushes and other painting tools.
7. Hourly rates averaged $9.38 in 1978.

* A high school or vocational school education is required by local apprenticeship committees.
Applicants should have manual dexterity and a good color sense.
Courses in color harmony, use of tools, blueprint reading, paint mixing and matching, and wood finishing is desirable.

Plumbers:

1. In this job you will install water, gas, and waste disposal systems in homes, schools, factories, and other buildings.
2. To fit pipes, workers may have to measure, bend, cut, and thread pipes, then bolt, braze, solvent weld, screw, or solder them together.
3. Workers in this job use wrenches, reamers, drills, braces and bits, hammers, chisels, saws, and other hand tools.
4. In addition, you might use gas or acetylene torches, arc welders, and other welding, soldering, and brazing equipment.
5. These workers frequently must stand for long periods and occasionally work in cramped or uncomfortable positions.
6. Wage rates averaged $10.10 an hour in 1978.

* A person must be at least 18 years old and in good physical condition.
A high school or vocational school education is required.
Courses in chemistry, general mathematics, mechanical drawing, physics, and shop are helpful.



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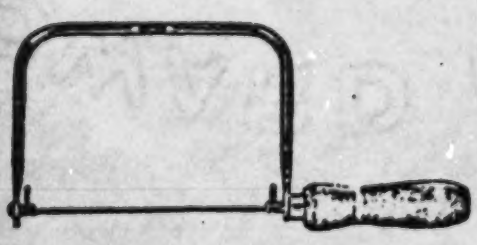

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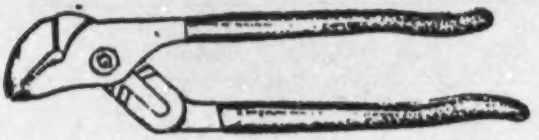

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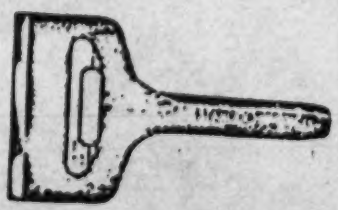

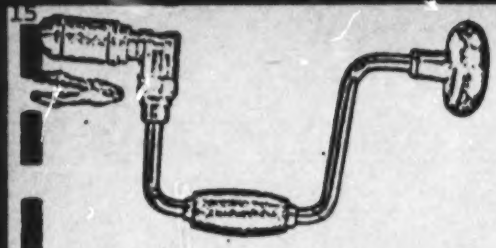

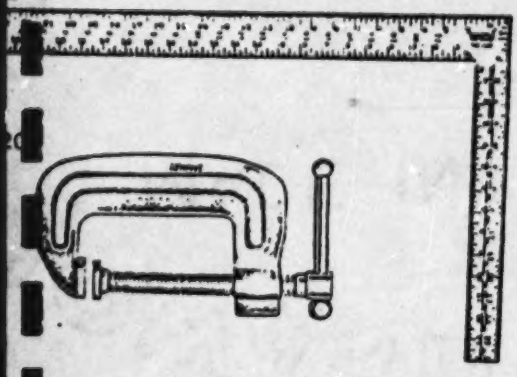

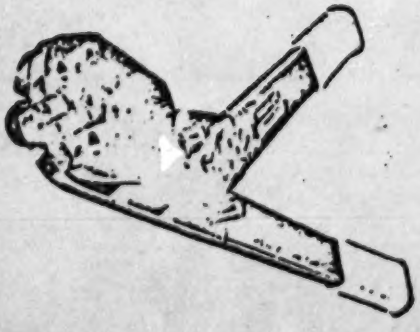

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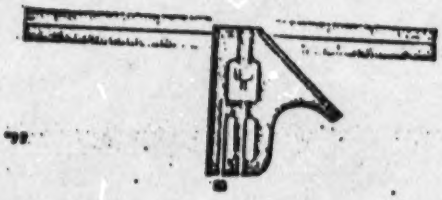

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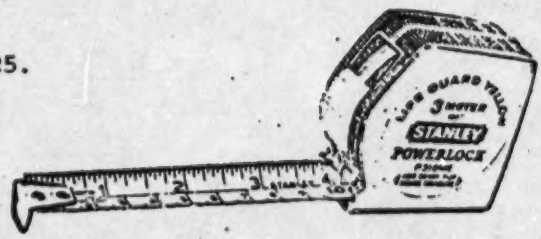


26.

27.

28.

29.

30.

TOOL IDENTIFICATION

Directions: For each tool given, write down the name of that tool and how it is used. Also, write down which skilled trade(s) you think the tool is used in.

1. Name _____
   Use _____
   Trade _____

2. Name _____
   Use _____
   Trade _____

3. Name _____
   Use _____
   Trade _____

4. Name _____
   Use _____
   Trade _____

5. Name _____
   Use _____
   Trade _____

6. Name _____
   Use _____
   Trade _____

7. Name _____
   Use _____
   Trade _____

8. Name _____
   Use _____
   Trade _____

9. Name _____
   Use _____
   Trade _____

10. Name _____
    Use _____
    Trade _____

11. Name _____
    Use _____
    Trade _____

12. Name _____
    Use _____
    Trade _____

13. Name _____
    Use _____
    Trade _____

14. Name _____
    Use _____
    Trade _____

15. Name _____

Use _____

Trade _____

16. Name _____

Use _____

Trade _____

17. Name _____

Use _____

Trade _____

18. Name _____

Use _____

Trade _____

19. Name _____

Use _____

Trade _____

20. Name _____

Use _____

Trade _____

21. Name _____

Use _____

Trade _____

22. Name _____

Use _____

Trade _____

23. Name _____

Use _____

Trade _____

24. Name _____

Use _____

Trade _____

25. Name _____

Use _____

Trade _____

26. Name _____

Use _____

Trade _____

27. Name _____

Use _____

Trade _____

28. Name _____

Use _____

Trade _____

29. Name _____

Use _____

Trade _____

30. Name _____

Use _____

Trade _____

TOOL IDENTIFICATION

Directions: For each tool given, write down the name of that tool and how it is used. Also, write down which skilled trade(s) you think the tool is used in.

1. Name Claw Hammer
   Use Remove or drive nails
   Trade Carpenter, Woodworker

2. Name Ball Peen Hammer
   Use Metal works
   Trade Tin Smith, Body Shop

3. Name Brick Hammer
   Use Break stone, masonry
   Trade Mason

4. Name Phillips Screwdriver
   Use Insert, remove phillips screws.
   Trade All trades

5. Name Screwdriver
   Use Insert, remove flathead screws
   Trade All trades

6. Name Handsaw
   Use Cut wood or plastic
   Trade Carpenter

7. Name Coping saw
   Use Cut irregular lines
   Trade Trim carpenter

8. Name Channel Locks
   Use Grip cylindrical or square edg
   Trade Plumber, mechanic

9. Name Pliers
   Use To grip or twist nails or scre
   Trade Mechanic, electrician, carpenter

10. Name Wire Stripper
    Use Cut electrical wire, insulatio
    Trade Electrician

11. Name Crescent Wrench
    Use Grip nuts and bolts
    Trade Mechanic, Carpenter

12. Name Putty Knife
    Use Fill nail holes, glaze windows
    Trade Painter, glass cutter

13. Name Scraper
    Use Remove old wallpaper paste
    Trade Painter, wall paper hanger

14. Name Brick or Stone Chisel
    Use Score and break masonry
    Trade Mason

15. Name Brace

Use Auger holes in solid wood

Trade Carpenter

16. Name Push Drill

Use Prime screw holes, bore holes

Trade Carpetner, cabinet maker

17. Name Chalk Line

Use Snap straight lines

Trade Mason, carpenter, roofer

18. Name Plumb Bob

Use Arrive at plumb vertical lines

Trade Carpenter, mason

19. Name Framing Square

Use Cut rafters, perpendicular lines

Trade Carpenter

20. Name "C" Clamp

Use Clamp items stationary

Trade Machinist, mechanic, woodworker

21. Name Ripping Bar

Use Demolition, remove nails

Trade Framing carpenter

22. Name Bolt Cutter

Use Cut steel and bolts

Trade Concrete finisher, carpenter

23. Name Block Plane

Use Shave wood edges

Trade Cabinet maker, carpenter

24. Name Combination Square

Use To arrive at 45 & 90° angles

Trade Framing carpenter

25. Name Tape Rule

Use Measure length

Trade All Trades

26. Name Corner Clamp

Use Hold wood at 45° angle

Trade Carpenter, frame maker

27. Name Hand Drill

Use Make small holes in wood or metal

Trade Carpenter

28. Name Hand level

Use To arrive level horizontal

Trade Carpenter, mason

29. Name Nail Set

Use Sets nails

Trade Carpenter

30. Name File

Use Trim down metal

Trade Mechanic, machinist

Once you have decided what trade you are interested in, you will want to know about the application process. This process varies by trade and by industry. For example, some apprenticeship programs accept applications year round or when openings occur, others accept them only once each year. Also, though most major industries in the area employ people in the skilled trades, many have SENIORITY AGREEMENTS with the labor unions representing employees. When an opening occurs, it is first advertised among current employees, who then compete for the position.

There are, however, several common features of the application process for skilled trade jobs:

Applications are often reviewed by a JOINT APPRENTICESHIP COMMITTEE (JAC). This committee is made up of union and employer's representatives. They look at the applicant's background and decide who will be accepted. The apprentice signs a contract to participate in the program for a certain period of time - usually 3 or 4 years.

The materials required with the application usually include:

- a birth certificate
- high school and vocational school transcripts
- a high school diploma or GED certificate
- letters of recommendation
- a medical certificate may also be required

During the application period, all required information must be filed with the employer or JAC. It is important to submit this information on time. Remember, you must convince the JAC members of your interest in the trade and your dependability. Timeliness is one way to show this!

For some programs, you must take an aptitude test. The test could include sections on manual dexterity, spatial relations, form perception, and math and verbal skills. Try out the sample test questions to get an idea of what these tests are like.

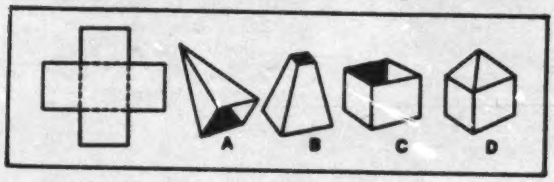
1. Which two words have the same meaning?
(a) open (b) happy (c) glad (d) green

2. Which two words have the opposite meaning?
(a) old (b) dry (c) cold (d) young

3. Add (+)
766 (A) 677 (C) 777
11 (B) 755 (D) 656

4. A man works 8 hours a day, 40 hours a week. He earns $1.40 an hour. How much does he earn each week?
(A) $40.00 (C) $50.60
(B) $44.60 (D) $56.00

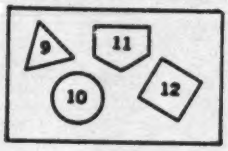
5. At the left is a drawing of a flat piece of metal. Which object at the right can be made from this piece of metal?

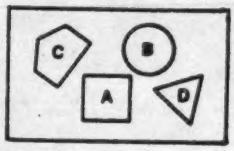


Which pairs of names are the same (S) and which are different (D)?

6. W. W. Jasca . . . W. W. Jason
7. Johnson & Johnson . . . Johnson & Johnsen
8. Harold Jones Co. . . . Harold Jones and Co.

For questions 9 through 12 find the lettered figure exactly like the numbered figure.





Sample Answer Shee

1. a-b a-c a-d b-c b-d c-d
2. a-b a-c a-d b-c b-d c-d
3. A B C D
4. A B C D
5. A B C D
6. S D
7. S D
8. S D
9. A B C D
10. A B C D
11. A B C D
12. A B C D

Now that you have taken the test, check your answers below.

See If You Marked Your Answers Like This

If your answers are not the same as these, go back over the test to find out why.

1. a-b a-c a-d b-c b-d c-d
2. a-b a-c a-d b-c b-d c-d
3. A B C D
4. A B C D
5. A B C D
6. S D
7. S D
8. S D
9. A B C D
10. A B C D
11. A B C D
12. A B C D

Taken from the U.S. Department of Labor's **Doing Your Best on Aptitude Tests**

For most apprenticeship programs, a POINT SYSTEM is used to rate applicants. YOU WILL GET POINTS FOR

math courses
science and vocational courses
high score on the aptitude test
a good interview
past experience in the craft

The points are totalled and your score is compared with those of other applicants.

REMEMBER - be sure to include any experiences that are relevant to the craft. For example, if you make minor repairs around the house, participate in a team sport, or have worked with farm equipment, these may help to show the employer your interest and abilities.

The interview is an important part of the application process. You will be rated on your attitude, motivation, interest in the trade, and willingness to accept responsibility. The questions asked will vary and depend on your background. How would you answer the following questions?

- What are your hobbies?
- How do you spend your leisure time?
- What is your greatest asset?
- Why do you want to learn this trade?
- What are your duties on your current job?
- What shop or job-related training have you received?
- Do you own the tools used in the trade?
- What are your plans if you aren't accepted into the program?
- When did you become interested in the trade?

Through such questions, the interviewers are trying to find out whether applicants will successfully complete the program. There are no pat answers to these questions. During the interview you should give honest and complete responses and show that you are dedicated, responsible and cooperative.

If you are applying for a job in one of the factories in the area, be sure to learn as much about their products and the type of work done as possible before the interview.

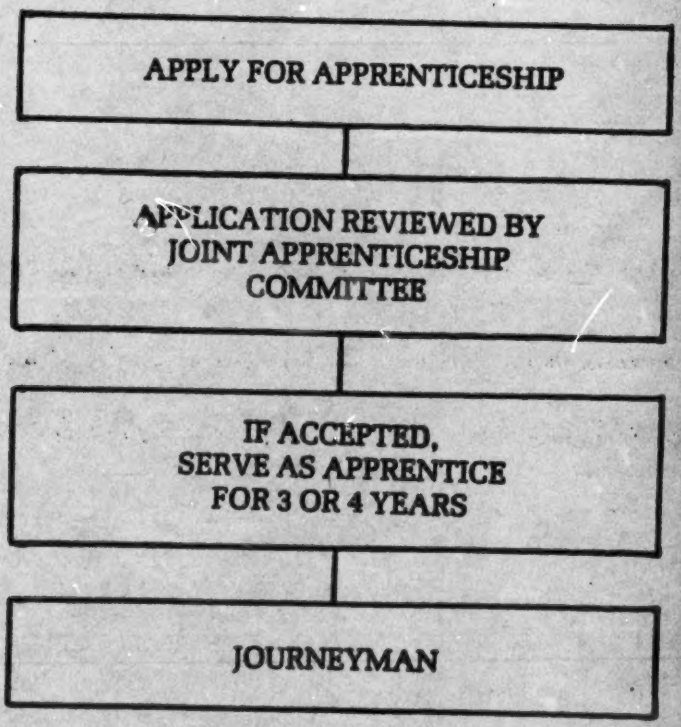
Most apprenticeship programs have many more applicants than openings. People who have taken math, science and vocational courses are better prepared for skilled trade work. Employers also want to know if applicants are familiar with the use of tools and what the trade is like. In the past, people thought that women would not be interested in skilled trade work. Girls were not encouraged to take the courses or learn the skills to prepare themselves for this type of work. This is one reason why there are still only a small number of women in the trades.

If you are interested in a skilled trade occupation, here are some suggestions to help you prepare for the job:

- Good math skills are a must for successful applicants in some of the trades. One year of algebra is usually the minimum requirement. Three years or more of math are recommended for some trades. If your background in this area is weak, or if you just need to brush up on your skills, you might consider taking some additional math courses.
- Vocational courses or work experience in blueprint reading, mechanical drawing or use of tools will give you an advantage when competing for a position. If you would like to explore your interests and abilities before making a decision, these vocational courses can be a help. All trades don't require the same knowledge and skills. Look into the vocational programs or courses that are related to the trade you are interested in.
- Seek out jobs that involve physical work. Any job that involves use of tools, working with your hands, and working in the trade will increase your skills. This will help you in making a decision. These jobs will also help you show that you are a reliable and responsible employee.
- Most apprenticeship programs require that applicants have a high school diploma or GED. Some will only accept a high school diploma. If you didn't finish high school, you can enroll in Adult Basic Education classes to help prepare for the GED test. There is no charge for materials, instruction or counseling.
- Any hobbies you have that are related to the trade will increase your skill level. They help show employers your interest in learning the

craft.

- You must be physically fit to do the work in a skilled trade job. Sports activities and a regular exercise program will help you prepare for the pace.


APPLY FOR APPRENTICESHIP
APPLICATION REVIEWED BY JOINT APPRENTICESHIP COMMITTEE
IF ACCEPTED, SERVE AS APPRENTICE FOR 3 OR 4 YEARS
JOURNEYMAN

Unit Evaluation

Directions: Project NEW would greatly appreciate your comments about the unit. Please complete the following evaluation and mail it back to our office. Feel free to make additional comments using the reverse side of the page. Our address is provided below.

1. Overall, how would you describe the unit?

2. How important were the concepts discussed?

3. To what extent were your expectations met from the unit?

4. How useful for you were the exercises in the lesson plans?

5. Did the information presented give you ideas to be incorporated into future lesson planning?

6. What, in your opinion, was the most important topic discussed?

7. What could have been added or subtracted from the unit to improve the quality?

Return to: Project NEW
Human Resources Department
Box 100, Municipal Building
Bloomington, Indiana 47401

RESOURCE LIST FOR NON-TRADITIONAL JOBS AND SEX ROLE STEREOTYPING

Compiled by

Richard Tate, Education Coordinator

Project NEW

RESOURCE LIST FOR NON-TRADITIONAL JOBS

AND SEX ROLE STEREOTYPING

Codes for Locating Material

The following codes are to be used for locating the materials. Use these codes unless the address is given with the materials.

BAT - Bureau of Apprenticeship and Training
USDOL
46 East Ohio Street
Indianapolis, IN 46204

ETA/RTI - Employment and Training Administration
Regional Training Institute
230 South Dearborn, 6th Floor
Chicago, IL 60604

FN - Feminists Northwest
5038 Nicklas Place N.E.
Seattle, WA 98105
Telephone: (206) 524-4973

FWWBI - Fort Wayne Women's Bureau, Inc
Suites 307-315
203 W. Wayne Street
Fort Wayne, IN 46802
Telephone: (219) 424-7977

ICRC - Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, IN 46615

IUAVC - Indiana University Audio-Visual Center
Bloomington, IN 47405
Telephone: (812) 337-2103

VES - Vocational Education Services
ICMC/VEIS
840 State Road 46 Bypass
Room 111
Indiana University
Bloomington, IN 47401

WB - For a single free copy:

Women's Bureau
U.S. Department of Labor
200 Constitution Avenue
Washington, D.C. 20210

or

Women's Bureau
U.S. Department of Labor
230 South Dearborn, 10th Floor
Chicago, IL 60604

For multiple copies with charge:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Codes For Describing Material

p Primary - first, second, and third grade level

i Intermediate - fourth and fifth grade level

ms Middle School - sixth, seventh, and eighth grade level

hs High School - ninth, tenth, eleventh, twelfth grade level

psa Post Secondary Adults

ed Educators

gu Guidance Counselors

These codes are used when provided by the publisher.

BOOKS

AGAIN AT THE LOOKING GLASS
ms,hs, $2.50
Language arts curriculum suggestions for combatting sexism; sections on language, literature, autobiography, and media.
Contact: FN

BLUE COLLAR JOBS FOR WOMEN
Muriel Lederer, 1978, $7.95
Contact: E.P. Dutton
2 Park Avenue
New York, New York 10016

CONVERSATIONS
Terry Wetherby, Editor, Les Femmes Publishing, 1977 ms,hs, $4.95
Working women talk about doing a "man's job."
Contact: Terry Wetherby, Editor
Les Femmes Publishing
231 Adrian Road
Millbrae, CA 94030

FORTUNE TELLING: A PROGRAM FOR GIRLS ABOUT WOMEN, WORK, AND NON-TRADITIONAL OCCUPATIONS
Boston Young Women's Christian Association, 1977, ms,hs,psa,ed
This book is designed to interest girls in their working futures and to help them improve their employment prospects. It includes information on setting up program guidelines for participants and a student handbook.
Contact: ICRC

HELP WANTED: SEXISM IN CAREER EDUCATIONAL MATERIALS
EPIE Institute, Women on Words and Images, 1975 ed
This book describes from research the rampant sex bias and stereotyping in commercially prepared career education media. A bibliography of sex-fair media is contained within.
Contact: ICRC

HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN'T OLD ENOUGH, AND THERE'S NOTHING YOU CAN DO ANYHOW
Felice N. Schwartz et. al, Simon and Schuster, 1972 psa
This book is for the educated wife and mother who feels, who knows, that she is underemployed; the woman who wants to lead a full life and make a contribution outside her home as well as within it - but who wonders if she should, if she can.
Contact: ICRC

I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN
Joyce Slayton Mitchell, College Entrance Examination Board, 1978, hs,psa
Designed solely for women, this book provides a candid look at 108 different careers, including on-the-job interviews with women from every part of the country.
Contact: ICRC

BOOKS

I CAN BE ANYTHING YOU CAN BE
Joel Rothman, Scroll Press, Inc., 1973, p
"I can be anything you can be," says the little girl in this story to the little boy. "No you can't," he counters, and off the story goes with gay and whimsical illustrations and bright text on a series of activities in which the girl proves quite adequately that she can do just as well as the boys...if not better.
Contact: ICRC

THE MASCULINE FOCUS IN HOME ECONOMICS
Judy Dowell and Bonnie Greenwood, ERIC, 1975, ms,hs,ed
This document explores what home economics has to offer young men and provides information useful in establishing and implementing a curriculum to meet the needs of today's adolescent male.
Contact: ICRC

NELLIE BLY, REPORTER
Nina Brown Baker, Child's Play, 1956, i
The career of the crusading female reporter is traced in this fast-moving biography.
Contact: ICRC

NEW CAREER OPTIONS: A WOMAN'S GUIDE
hs,psa
This volume describes attitudes women have about themselves that get in the way of finding good work opportunities. It also discusses solutions to various aspects of planning a career, schooling, or getting a job.
Contact: ICRC

NEW CAREER OPTIONS FOR WOMEN: A SELECTED ANNOTATED BIBLIOGRAPHY
ed
This book describes in brief form selected research studies and related documents, most published since 1970.
Contact: ICRC

THE NEW FEMINISM
Lucy Komisar, Franklin Watts, Inc.,1971, psa
Some of the issues dealt within this book are: 1.) beginnings of the concepts of masculinity and femininity; 2.) what does it mean to be born a female; 3) view of women throughout history; 4.) the subtle and blatant forms of discrimination women face.
Contact: ICRC

THE NIGHT DADDY
Maria Gripe, Child's Play, 1971, i
Julia and the man who babysits for her while her mother is at work tell the reader the growth of their warm and understanding friendship.
Contact: ICRC

NONSEXIST CURRICULAR MATERIALS FOR ELEMENTARY SCHOOLS
Laurie Olsen Johnson (ed.). The Feminist Press, 1974, p,i,ed
This book meets the needs of people beginning to deal with sexism in the elementary school. Many of the materials included have been developed by teachers for use in their classrooms.
Contact: ICRC

BOOKS

NON-TRADITIONAL CAREERS FOR WOMEN
Sarah Splaver, Julian Messner, 1973, ms,hs,psa
This book covers more that 500 non-traditional occupations which offer employment opportunities for women.
Contact: ICRC

OCCUPATIONAL OUTLOOK HANDBOOK
1980-81 edition, $8.00
Contact: Bureau of Labor Statistics
U.S. Department of Labor
Bulletin 155
U.S. Government Printing Office
Washington, D.C. 20402

OPENING TRADE BARRIERS: SEX-ROLE AWARENESS TOOLS
$3.50
A guide for educators addressing sex-role stereotyping as it relates to career choice. For use with grades 6-12.
Contact: FWWB

OPENING TRADE BARRIERS: A TRAINING BLUEPRINT
$9.50
This book is designed to provide employment trainers and instructors with educational materials which can be used to prepare young women to enter apprenticeship or advanced training programs in the skilled trades.
Contact: FWWB

PLANNING AHEAD FOR THE WORLD OF WORK
Louise Vetter, Barbara J. Sethney, the Center for Vocational Education, 1971
hs,psa,ed
This teachers manual and student materials will aid girls in considering future alternatives in terms of labor force participation and adult female roles. The student materials consist of questions about working women and working in general. Transparencies are included. The teacher's manual lists many books that could be read by the student as well as audio-visual aids the teacher could use with this unit.
Contact: ICRC

PLANNING AHEAD FOR THE WORLD OF WORK
The Center for Vocational Education, 1974, ms,hs,ed
Included in this curriculum unit are a teacher's manual, student materials, and transparency masters. It is designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles.
Contact: ICRC

SUGAR AND SPICE IS NOT THE ANSWER
Louise Vetter et al., The Center for Vocational Education, 1977, psa
This book is about how our children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it.
Contact: ICRC

BOOKS

UNDOING SEX STEREOTYPES
Marcia Guttentag and Helen Bray, McGraw Hill Book Company, 1976, e2
What can be done to make a classroom nonsexist? What works in helping students adopt non-stereotyped views? With the aim of answering these questions, a research team headed by the authors and funded by the Ford Foundation conducted the first major field survey and intervention program for changing sex-role stereotyping in children.
Contact: ICRC

WHAT CAN SHE BE? (SERIES)
Gloria and Esther Goldreich, Lothrop, Lee and Shephard Company, 1974, p
These books contain simple text and lively pictures which arouse interest in the career upon which they focus. An attempt is made to answer the "what would it be like to be a_____?" question. Occupations include architect, lawyer, newscaster, police officer, and veterinarian.
Contact: ICRC

WOMEN AND THE WORLD OF WORK
Richard J. Thoni et al., ERIC, 1972, hs,ed
This booklet helps the student examine the significance of women and their relation to the world of work through the use of enabling objectives and related learning experiences.
Contact: ICRC

WOMEN IN NON-TRADITIONAL OCCUPATIONS - A BIBLIOGRAPHY
U.S. Office of Education/Bureau of Occupational and Adult Education, 1976, psa,ed
Intended as a reference document, this annotated bibliography has been designed for use by vocational education directors at the state level, vocational education teachers, planning personnel and researchers, women's action and employment placement groups, employers, and unions. Its primary focus is the experiences of women within those occupations traditionally considered to be men's jobs.
Contact: ICRC

WOMEN IN SCIENCE AND TECHNOLOGIES: CAREERS FOR TODAY AND TOMORROW
The American Testing Program, 1976, psa
This booklet explores some of the growing career opportunities for women in science and technology.
Contact: ICRC

WOMEN THEMSELVES
Johanna Johnston, Child's Play, 1973, ms
This book tells about Abigail Adams, Ernestine Rose, Elizabeth Stanton, Harriet Beecher Stowe, and other American women.
Contact: ICRC

WOMEN'S RIGHTS
Janet Stevenson, Franklin Watts, Inc., 1972, ms,hs
This book is a history of the women's rights movement.
Contact: ICRC

BOOKS

WOMEN'S WORK: SKILLED TRADES
Project NEW, ms,hs,psa
This book discusses why a woman would want to be a skilled trade worker; what is blue collar work; women in skilled bluecollar jobs; questions and answers; and much more.
Contact: Helene Pizzini, Director
Project NEW
Human Resources Department
City of Bloomington
Box 100, Municipal Building
Bloomington, IN 47402
Telephone: (812) 339-2261 ext. 281

FILMS

ALL ABOUT EVE
Center for Human Resources, University of Houston
About increasing female enrollment in traditionally male courses in high school.
Contact: VES
Card Catalogue Number: AV.03.05

ANYTHING YOU WANT TO BE
9 minutes, black and white
This is an interesting film to begin a discussion on role stereotyping. A girl in high school plans her future and is told she can be anything she wants to be, but, alas, when she plans to be a doctor, she ends up a nurse; when she plans to be a chemist, she ends up pouring baby formula. Everything she expects to be somehow changes into a woman's traditional role.
Contact: Monroe County Public Library
303 East Kirkwood
Bloomington, IN 47401

BEYOND BLACK AND WHITE
28 minutes, color
This film contains forceful arguments for eliminating sex role stereotyping.
Contact: Motivational Media
8271 Melrose Avenue, Suite 204
Los Angeles, CA 90046
Telephone: (213) 653-7291

THE FABLE OF HE AND SHE
10 minutes, color
Animated clay figures act out story demonstrating sex role stereotyping.
Contact: Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019
Telephone: (212) 397-9330

FAREWELL TO WELFARE
30 minutes, color
Interviews with three WIN women; a truck driver, a picture framer-manager, a machine operator, and their employers.
Contact: R.H.R. Film Media or ETA/RTI - ½ inch videotape
1212 Avenue of the Americas
New York, New York 10036
Telephone: (212) 869-9540

FREEDOM TRAINING
Indiana Career Resource Center
This film was produced with the intent of effecting female and minority enrollment into non-traditional training areas. Students currently enrolled in such programs are interviewed.
Contact: VES
Card Catalogue Number: AV.03.04

FILMS

HEY MOM
Film on women in nontraditional jobs and displaced homemakers.
Contact: ETA/RTI

HOW MANY EVES
15 minutes, color
Dramatizes the problems and attitudes of women in the midmanagement level as they seek to upgrade themselves.
Contact: Walter J. Klein Co., Ltd.
6301 Carmel Road
Charlotte, North Carolina 28211
Telephone: (704) 542-1403

IT'S HER FUTURE
17 minutes, color, film or video cassette, rental: $8.00, $5.00
A media program designed to encourage parents to support actively their daughter's expanded career-exploration and vocational-educational decisions.
Contact: edc/weeap distribution center
55 Chapel Street
Newton, MA 02160

JOBS IN THE CITY
11 minutes, color, i, ms $6.50
Surveys the variety of professions that currently employ women, concluding that there are few occupations that are open to only men. Shows women working as computer programmers, radio and television technicians, doctors, lawyers, teachers, airplane test pilots, social workers, welders, painters, and newspaper printers. Stresses that it is just as important for young girls to think about their future careers as it is for young boys.
Contact: IUAVC
Card Catalogue Number: ESC-1262

KILLING US SOFTLY: ADVERTISING'S IMAGE OF WOMEN
30 minutes, color, Jean Kilbourne, rental: one day, $46.00
Through years of research, Jean Kilbourne has detected psychological and sexual themes that appear in most ad campaigns. With an intriguing mixture of statistics, humor, insight, and outrage, she shows her audience that ads may seem harmless and funny by themselves, but they add up to a powerful form of cultural conditioning.
Contact: Cambridge Documentary Films, Inc.
P.O. Box 385
Cambridge, MA 02139
Telephone: (617) 354-3677

THE LIFE AND TIMES OF ROSIE THE RIVETER
one hour, color, 16mm rental: $65.00
A documentary on working women that incorporates newsreels shown during World War II and interviews of 5 women who worked in factories, doing 'men's jobs' during this time. The film explores the propaganda used by the media to urge women to enter the workforce. After the war ended, the media then changed to painting the terrible consequences that would befall women who continued to work. This story is told by five former "Rosies."
Contact: Clarity Educational Productions, Inc.
P. O. Box 315
Franklin Lakes, NJ 07417

FILMS

LOOKING AT TOMORROW...WHAT WILL YOU CHOOSE?
15 minutes, color, CORNP;CHUH; 1974, i,ms,hs, $9.25
Examines seven young women at their various jobs ranging from bricklayer to congresswoman to explore the wide variety of career opportunities available in today's world. Expresses the need for careful preparation and decision making when choosing a career. Imparts, through the narration of Congresswoman Yvonne Brathwaite-Burke and the other women, the feeling that girls and women can and should aspire to any career they desire.
Contact: IUAVC
Card Catalogue Number: ESC-1587

NEVER UNDERESTIMATE THE POWER OF A WOMAN
15 minutes, color, 1972
A first of its kind, the film disspells damaging myths about women's work capacities and performance in a wide range of non-traditional work settings.
Contact: Bureau of Audio Visual Instruction
P.O. Box 2093
University of Wisconsin
Madison, WI 53701

NEW PERSPECTIVES - WOMEN IN NON-TRADITIONAL JOBS
This film presents interviews with two women (bus driver and shipbuilder) about how they got their jobs and how they feel about them.
Contact: ETA/RTI

OTHER WOMEN, OTHER WORK
20 minutes, color
The rewards and occasional problems of women in traditionally male jobs are expressed by a truck driver, a roof shingler, a pilot, a marine biologist.
Contact: Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069

PREJUDICE: CAUSES, CONSEQUENCES, CURES
24 minutes, color
Surveys some recent sociopolitical examples of detrimental stereotyping, showing just how psychologically harmful discrimination can be.
Contact: CRM - McGraw-Hill Films
Del Mar, CA 92014

ROLLOVER
10 minutes, color
This film celebrates women in non-traditional jobs.
Contact: Herstory Films
Box 215
Franklin Lakes, New Jersey 07417

SEX ROLE DEVELOPMENT
23 minutes, color
Shows how we have developed traditional expectations about male and female roles; offers alternative methods of socialization that encourage children to grow up outside of fixed stereotypes.
Contact: CRM - McGraw Hill Films
Del Mar, CA 92014

FILMS

THE SKY'S THE LIMIT (BAT)
25 minutes, color
Apprenticeship agency, employer, union information film depicting women apprentices in non-traditional jobs.
Contact: BAT or ETA/RTI (available on loan)

TWELVE LIKE YOU
25 minutes, color
Twelve working women in both professional and technical nontraditional jobs share their experiences and problems.
Contact: Cally Curtis Company
1111 North Las Palmas Avenue
Hollywood, CA 90038
Telephone: (213) 467-1101

WE ARE WOMEN
33 minutes, color
Provides front line supervisers and all other levels of management with an understanding of the historical, sociological, and psychological background of today's working women.
Contact: Motivational Media
8271 Melrose Avenue, Suite 204
Los Angeles, CA 90046
Telephone: (213) 653-7291

WHEN I GROW UP
Motorola Teleprograms, Inc.
This film demonstrates some of the effects of sex-role stereotyping. Several skits depict realistic events in the school experience of young children.
Contact: VES
Card Catalogue Number: AV.03.63

WHO REMEMBERS MAMA
Film on displaced homemakers.
Contact: ETA/RTI

WHY NOT A WOMAN
26 minutes, color
Documentary on women in blue collar jobs. Details a wide variety of jobs and training now accessible to women. Women in traditionally male occupations are interviewed.
Contact: WB or ETA/RTI

WOMEN IN MANAGEMENT
Contact: ETA/RTI

THE WOMEN'S GAME
30 minutes, color
Dramatizes "new consciousness" in career choice.
Contact: Modern Talking Picture Service, Inc.
Telephone: (216) 621-9469

GAMES AND KITS

JOB FINDING KIT
Carolyn F. Nutter, the Carroll Press, 1975, hs,psa
Included in this kit are employer prospect analysis cards and interview record cards.
Contact: ICRC

SEX FAIRNESS IN CAREER GUIDANCE
Linda B. Stebbins, Abt Publications, 1975
This is a set of self-administered curriculum materials which could be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice. The kit includes a teacher's guide, cassette, role play cards, and spirit masters. For loan to schools throughout Indiana.
Contact: ICRC

WHATEVER HAPPENED TO DEBBIE KRAFT?
$1.25
An awareness game about job and family choices facing a young woman.
Contact: FN

OTHER PUBLICATIONS

APPRENTICESHIP NOW
1978, single copy free
Contact: Employment and Training Administration
U.S. Department of Labor
Washington, D.C. 20213

APPRENTICESHIP: PAST & PRESENT
1977 revised edition, single copy free
Contact: Employment Training Administration
U.S. Department of Labor
601 D Street, NW
Washington, D.C. 20213

APPRENTICESHIP TRAINING IN THE MACHINIST AND TOOL & DIE MAKER TRADES
1971, single copy free
Contact: U.S. Department of Labor
Manpower Administration
Washington, D.C. 20210

BIBLIOGRAPHY ON WOMEN IN APPRENTICESHIP
1979
Contact: WB

BRICKLAYING - A CAREER OPPORTUNITY IN AMERICA'S BUILDING INDUSTRY
1973, single copy free
Contact: Brick Institute of America, Career Pamphlet
Manpower Development
1750 Old Meadow Road
McLean, VA 22101

BRIEF HIGHLIGHTS OF MAJOR FEDERAL LAWS AND ORDER ON SEX DISCRIMINATION IN EMPLOYMENT
1980
Contact: WB

BUILDING INSTRUCTION AROUND SEX-EQUITY
Developed by Women's Educational Equity Program, 1980
Guide to non-sexist teaching activities, (7-12)
Contact: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

CAN I BE A DRAFTSMAN?
1973, single copy free
Contact: Public Relations Staff
General Motors
Detroit, MI 48202

CAN I GET THE JOB?
1973, single copy free
Contact: Public Relations Staff
General Motors
Detroit, MI 48202

OTHER PUBLICATIONS

CAREERS UNLIMITED: AIR CONDITIONING AND REFRIGERATION
single copy free
Contact: American Society of Heating, Refrigeration, and Air Conditioning
345 East 47th Street
New York, NY 10017

DOING YOUR BEST ON APTITUDE TESTS
1977, single copy free
Contact: U.S. Department of Labor
Manpower Administration
U.S. Government Printing Office
Washington, D.C. 20402

THE EARNINGS GAP BETWEEN WOMEN AND MEN
1979, single copy free
Contact: WB

ERIC CLEARINGHOUSE ON ADULT, CAREER AND VOCATIONAL EDUCATION
A source of much printed information on equity. Documents are available in hard copy or microfiche for a low cost.
Contact: ERIC Clearinghouse on Adult, Career and Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

EXPLORING CAREERS
U.S. Department of Labor, 1979
An occupational outlook-type publication for young adolescents.
Contact: WB (Write to the Superintendent of Documents)

FACTS AND FANCIES ABOUT BRICKLAYING
1973, single copy free
Contact: International Masonry Institute
823 15th Street, NW
Washington, D.C. 20005

FULLY EMPLOYED WOMEN CONTINUE TO EARN LESS THAN FULLY EMPLOYED MEN OF EITHER WHITE OR MINORITY RACES
1980, chart
Contact: WB

JANET GUTHRIE
The Texaco Company has materials available regarding Janet Guthrie, such as a biography, pictures, etc.
Contact: Public Relations Office
2000 Westchester Avenue
White Plains, NY 10650

OTHER PUBLICATIONS

HELPING ABLE YOUNG WOMEN TAKE MATH AND SCIENCE SERIOUSLY IN SCHOOL
Patricia Lund Casserly, The College Board, New York, NY, 1979
Contact: Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204
Telephone: (317) 927-0242

HELP WANTED - ROOFER
1970, single copy free
Contact: National Roof Contractors Association
1515 North Harlem Avenue
Oak Park, IL 60302

JOBS FOR WHICH YOU CAN TRAIN THROUGH APPRENTICESHIP
1980, single copy free
Contact: U.S. Department of Labor
Bureau of Labor Statistics, 9th Floor
230 South Dearborn Street
Chicago, IL 60604

JOBS FOR YOU IN INDIANA
1977, single copy free
Contact: Indiana Advisory Council on Vocational Education
17 W. Market Street
Indianapolis, IN 46204

MATCHING PERSONAL & JOB CHARACTERISTICS
1978, single copy free
Contact: Employment and Training Administration
U.S. Department of Labor
Washington, D.C. 20210

MOST WOMEN WORK BECAUSE OF ECONOMIC NEED
1977, chart
Contact: WB

THE NATIONAL APPRENTICESHIP PROGRAM
1980, single copy free
Contact: BAT

NEW REGULATIONS TO HELP OPEN NON-TRADITIONAL JOBS TO WOMEN
1978, single copy free
Contact: WB

NONTRADITIONAL RESOURCES CATALOGUE
1980, Fort Wayne Women's Bureau, Inc., Fort Wayne, IN
Provides a listing of materials relevant to non-traditional careers.
Contact: FWWBI

OTHER PUBLICATIONS

PRIVATE SECTOR CAREER MATERIALS DIRECTORY
1981, single copy free
Contact: Indiana Department of Public Instruction
Career Education
Room 229, State House
Indianapolis, IN 46204

PROGRAMS TO COMBAT STEREOTYPING IN CAREER CHOICE AND ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE
American Institutes for Research
Contact: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

SEARCHING FOR A JOB IN THE CONSTRUCTION INDUSTRY: SOME TIPS FOR WOMEN
1979
Contact: WB

SELECTING CAREER EDUCATION INSTRUCTIONAL MATERIALS: A COMPREHENSIVE GUIDE
Indiana Department of Public Instruction, 1979
Contact: Indiana Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204
Telephone: (317) 927-0242

SEX STEREOTYPING: ITS DECLINE IN THE SKILLED TRADES
Monthly Labor Review, May, 1974
Contact: WB

STEPS TO ADVANCE EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN
1975
Contact: WB

STEPS TO OPENING THE SKILLED TRADES TO WOMEN
1974
Contact: WB

TABS - AIDS FOR EQUAL EDUCATION
The Organization for Equal Education of the Sexes, Inc., p,i,ms,hs, $17.00/year ($8.50 by prepaid personal check)
Quarterly magazine containing ideas, lesson plans, posters for use in the classroom.
Contact: TABS Orders
744 Carroll Street
Brooklyn, New York 11215

TWENTY FACTS ON WOMEN WORKERS
1980
Contact: WB

WOMEN...ARE UNDERREPRESENTED AS MANAGERS AND SKILLED CRAFT WORKERS
1980, chart
Contact: WB

OTHER PUBLICATIONS

WOMEN IN APPRENTICESHIP...THERE'S A FUTURE IN IT
1980
Contact: WB

WOMEN IN APPRENTICESHIP...WHY NOT?
1974, single copy free
Contact: WB

WOMEN IN NON-TRADITIONAL EMPLOYMENT: A SELECTED LIST OF PUBLICATIONS, SLIDES AND FILMS
1978
Contact: WB

WOMEN IN NON-TRADITIONAL OCCUPATIONS: A BIBLIOGRAPHY
1976, single copy free
Contact: U.S. Department of Labor
Bureau of Labor Statistics
230 South Dearborn, 9th Floor
Chicago, IL 60604

WOMEN'S GUIDE TO APPRENTICESHIP
1980, single copy free
Contact: WB

WOMEN: WORKING IT OUT
Francis Dodson Rhome, Editor
This study guide was prepared for women who are entering the workforce. Includes subjects such as problems of returning to work, self development, success on the job, and other pertinent subjects of interest to women.
Contact: Neal Robison
IHETS
Bowers Building
950 W. Michigan
Indianapolis, IN 46204

WORKING WOMAN'S GUIDE TO HER JOB RIGHTS
1979
Contact: WB

PHOTOGRAPHS AND POSTERS

THE CHANGING FAMILY
p
Four 13x18 color pictures show women in a variety of family situations. A complete teaching unit is printed on the reverse side of the sturdy board photos.
Contact: Michigan Education Association MSSAM
6505 Alden Drive
West Bloomfield, MI 48033

GENERAL ELECTRIC SERIES OF CAREER POSTERS
General Electric, free
Posters of boys and girls displaying interests and hobbies that could be utilized in career choice.
Contact: General Electric
Department D
Fairfield, Connecticut 06431

MEN WORKING...HELPING PEOPLE and WOMEN WORKING...GOING PLACES
These two posters are featured in the quarterly journal TABS, Vol. 3, No. 1&2, 1980. Posters appear in every issue of TABS and a variety are available.
Contact: TABS
744 Carroll Street 10
Brooklyn, NY 11215

MOTHERS DO MANY KINDS OF WORK
p
Poster of women engaged in several work situations.
Contact: Scott, Foresman, and Company
99 Baver Drive
Oakland, NJ 07436

PEOPLE AT WORK
A packet of twelve 8x12 photographs of women and men in non-traditional roles.
Contact: Change for Children
c/o 879 Douglass Street
San Francisco, CA 94114

PEOPLE AT WORK
Instructo Corporation
Twenty-four 8x10 photographs of women and men at work, focusing on nonstereotyped jobs.
Contact: Non-Sexist Child Development Project
Women's Action Alliance, Inc.
370 Lexington Avenue
New York, New York 10017

SOUND FILMSTRIPS; FILMSTRIPS/TAPES: SLIDES; SLIDE TAPES; VIDEO CASSETTES

ALL IN A DAY'S WORK
Wisconsin Women's Apprenticeship Aid Center, slides
The slides show women apprentices at various stages of employment-training. Details advantages of apprenticeship careers.
Contact: ETA/RTI

THE APPRENTICE
26 minutes, color, 3/4 inch video cassette
History, status, reality of apprenticeship.
Contact: WB

AMERICAN MAN: TRADITION AND CHANGE
Carolyn A. Rega, Butterick Publishing, 1976, sound filmstrip, hs,psa,ed,gu
An introduction to the problems of examining sex role stereotyping. Part I discusses "Traditions in Question" and Part II discusses "Living with Change."
Contact: ICRC

AMERICAN WOMAN: NEW OPPORTUNITIES
Peggy Shane, Butterick Publishing, 1976, sound filmstrip, hs,psa,ed,gu
Purpose of this set is to help students understand and explore their options; to encourage them to think about and plan for their future as independent adults. Uses a historical approach and also looks at the future.
Contact: ICRC

BREAKOUT - WOMEN IN TRADES
video cassette
Interviews with women in various non-traditional occupations including an operating engineer, electrician, and administrator among others. Will soon be available in 16mm film.
Contact: BAT or ETA/RTI

CHOICE
Indiana State Board of Vocational and Technical Education. Prepared by the Fort Wayne Women's Bureau, Inc., slide/tape
This program concentrates on current employment options available to men and women in non-traditional occupations.
Contact: VES
Card Catalogue Number: AV.03.64

AN EQUAL CHANCE
sound - color filmstrip ms, $27.50
Shows, in cartoon style, that when babies are born in the U.S.A. the odds are stacked in favor of white males so that they grow up to earn more money and social power than babies born female or dark-skinned. As babies race through an obstacle course, the reasons for such unequal results become clear. Some solutions are also indicated.
Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

SOUND FILMSTRIPS; FILMSTRIPS/TAPES; SLIDES;

SLIDE TAPES; VIDEO CASSETTES

FIGHTING DISCRIMINATION
sound/color filmstrip ms, $27.50
Based on a boy's dream of Sojourner Truth visiting his older sister's high school. Tactics useful in winning justice through the years are presented, such as marches, strikes, lobbies, boycotts, etc. Sojourner Truth helps the students make plans to achieve sex equity in their school.
Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

INCREASING JOB OPTIONS FOR WOMEN
9 minutes, slides
Shows women working in a variety of non-traditional jobs, and reviews employer responsibility for equal opportunity and affirmative action.
Contact: Order Section, National Audio-Visual Center (to purchase)
General Services Administration
Washington, D.C. 20409
or
WB (available on loan)

JOBS AND GENDER
Guidance Associates, 1971, sound filmstrip, ms,hs
Contact: ICRC

MASCULINITY AND FEMININITY
Guidance Associates, filmstrip/tape
This set is designed to create student awareness of some of the classic stereotypes such as labeling of occupations, personality characteristics and mannerisms as well as lifestyles.
Contact: VES

NON-TRADITIONAL CAREERS FOR WOMEN
Pathescope Educational Media, filmstrip/tape
This reviews the history of woman's role in the U.S. job market from the mid 1800's to the 1970's. It discusses reasons for pursuing non-traditional careers.
Contact: VES
Card Catalogue Number: AV.03.06

THE SECRET OF GOODASME
sound/color filmstrip p, $27.50
Space creatures discuss stereotypes with a white girl, black boy, and Cherokee boy, convincing the children that: 1) stereotypes are not true; 2) stereotypes cause harm; 3) stereotypes are used to justify unfair treatment of women and minorities.
Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

SOUND FILMSTRIPS; FILMSTRIPS/TAPES; SLIDES; SLIDE TAPES; VIDEO CASSETTES

SEX ROLE STEREOTYPING IN ELEMENTARY SCHOOL BOOKS: A HIDDEN CURRICULUM
slide/tape
This slide/tape gives suggestions for nonsexist resources.
Contact: FN

WHY NOT?
Board of Cooperative Educational Services, Salisbury Center, 1976, sound filmstrip
hs,psa
This sound filmstrip explores the career choices of 11 women in the skilled trades and where you can find help in making a decision and receiving training.
Contact: ICRC

WOMEN AT WORK
Guidance Associates, filmstrip/tape
Part I looks at roles assigned America's poor, middle class and privileged women from colonial times up to the present. Part II examines breadwinning systems; discrimination; childrearing duties and household tasks.
Contact: VES

WOMEN TODAY
Guidance Associates, 1974, sound filmstrip, hs,psa
This program presents various women with strong, positive self-images who have made conscious life choices. Through these women the viewer explores the many recent changes that have affected society's concept of women and their role.
Contact: ICRC

A WORLD OF OPTIONS
Project BORN FREE, video tape cassette
This tape talks about some of the various options available to women of all ages, as well as problems, barriers, and benefits.
Contact: VES
Card Catalogue Number: AV.03.07